

National Congress Bulletin

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Memo to Local Presidents:

IT IS MORE than a year now since the White House Conference on Education was held. In some communities and in some states there were follow-up conferences in 1956, and admirable progress was made in carrying out recommendations of the reports. Yet the "crisis in education" continues.

Throughout the country too many children still sit in outsize classes in makeshift quarters or in substandard buildings. Too many children are still taught by poorly qualified teachers. Classroom and teacher shortages have cut the schooling of many children to half-day sessions. The problem is not merely a big-city one. It is as acute in small communities as it is in large ones.

● Why do these critical shortages continue year after year?

Last July at the convention of the National Education Association in Portland, Oregon, the Joint Committee of the National Congress of Parents and Teachers and the N.E.A. sponsored a panel discussion titled "What's Holding Us Back?" A number of obstacles to progress were cited, but they all added up to this simple and discouraging fact: *The public still isn't sufficiently interested and informed on public education to take realistic and intelligent action to meet school needs.*

● What can we do about it?

Both educators and parents were present at the Portland meeting as representatives of two great organizations—the National Congress, with memberships of more than ten million parents, teachers, and other citizens, and the National Education Association, with a membership of more than 600,000 professional educators. We agreed that these two influential organizations ought to be able to provide leadership



Mrs. Rollin Brown

and guidance to secure the necessary public action for our schools.

● Why haven't we succeeded?

Representatives of both organizations emphasized that more and closer cooperation between school administrators and the parent-teacher organization is essential if we are to increase public interest, public understanding, and public action for better schools. Between the two national organizations, it was agreed, there is splendid cooperation. Between the state branches of the national organizations there is also excellent cooperation. Where we seem to fall down is in the local community.

● Why isn't there closer cooperation between local school administrators and the P.T.A.?

Participants gave three chief reasons, on which I should like to comment.

1. Some local units, it was said, are timid about undertaking action for better schools for fear of violating the National Congress policy on noninterference in school administration.

Let's remember that our policy exists to *promote* home-school cooperation, not to stifle or restrict it. Every P.T.A. leader might well

reread that part of the *Parent-Teacher Manual* (Section I, pages 79–82) which discusses our policy of cooperation with schools and gives guiding principles on its application. Every local unit leader should interpret the policy to the membership of his unit and to school administrators. It might be a good idea to discuss it at an executive committee meeting at which the school principal is present.

The section on education in our Action Program is another subject that P.T.A. leaders and school administrators might discuss together.

2. There still seems to be a certain amount of distrust and suspicion of each other's motives among some parents, teachers, and administrators.

Each parent, each teacher, each administrator is an individual. Wholehearted, sincere efforts to know each other and to understand each other's differing responsibilities and problems is the only constructive approach to establishing mutual trust and respect.

3. Some parents feel that school administrators should take the initiative in creating better relations by inviting parents to discuss school problems and needs. Not all administrators agree.

● But why should we assign the responsibility for initiating cordial, working relationships to either parents or educators? Don't they share responsibility? Why should one wait for the other?

Our attitude, of course, is the important thing. If parents initiate a discussion of school needs or problems only in order to criticize the school or its teachers or its administrators, they will meet with rebuff. But if their ap-

(Continued on page 2)

(Continued from page 1)

proach indicates they want to be helpful rather than merely critical they will usually find cordial response. It is important to remember that schools are a community responsibility; we all share responsibility for both their shortcomings and their achievements.

Failure in cooperation, then, can certainly hold us back. Participants at the Portland meeting were in solid agreement on that.

● What can the local unit—and especially the local unit leaders—do to foster good relationships with school administrators?

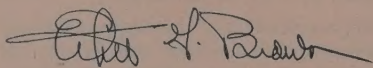
The following simple and basic things have been suggested:

- Bring the school principal into your planning of P.T.A. work. Invite him to all your meetings. Never bypass him.
- Encourage teacher participation in P.T.A. planning.
- Appreciate the duties and responsibilities of teachers and the school principal. Be considerate of their time, and careful not to intrude on their areas of responsibility.
- Be thoroughly familiar with your school's policies and procedures. Know the school's schedule of events and bear it in mind when planning P.T.A. activities.
- Keep informed about school programs and needs so that you can interpret them accurately and clearly to the community.
- Know and be prepared to interpret parent-teacher policies and programs to school administrators.

If we really mean to overcome the public apathy and indifference that is blocking educational progress, it is in the local community that the P.T.A. and school administrators must act together. It is in our own P.T.A. meetings that we can bring parents, teachers, administrators, and other citizens face to face to discuss our schools, in which both home and community have a tremendous stake. It is in our local units that we actually practice home-school and parent-educator-citizen cooperation. Here we can develop a common understanding of home-school-community problems and reach agreement on goals. Here we can decide what action on educational needs is desirable in the community, in the state, and at the federal level. Let's bring parents, educators, and the public together in our local unit to talk through what's holding us back and what we're going to do about it in our community.

• • •

As 1957 begins, my best wishes to your unit for a year of record achievement in home-school-community cooperation, and to you personally for continued success, happiness, and satisfaction in your unselfish work of enhancing your P.T.A.'s capacity to serve the family and the community.



MRS. ROLLIN BROWN, President
National Congress of Parents and Teachers

They Need Your Help

OUR BOUNDLESS SYMPATHY for heroic Hungarians can be extended in a tangible form through the American Red Cross. Thousands of desperate men, women, and children were lucky enough to get away from their homeland with their lives, but with little else. Others weren't that fortunate.

An appeal for \$5,000,000 has been launched by the American Red Cross to relieve suffering of Hungarians who are still in their own country and to aid those who managed to escape. Some forty national Red Cross societies are working with the League of Red Cross Societies in Austria and with the

all-Swiss International Committee of the Red Cross within Hungary to handle gigantic feeding operations and to provide housing and tons of medical and hospital supplies, fuel, and clothing. Services demanded of the Red Cross here in the United States include transportation of refugees, provision of supplies for Camp Kilmer and to send to Austria, and the setting up of communications between refugees and their sponsors and between Americans and their relatives in Hungary.

This is a vast program—a program in which every American can share to help freedom-loving Hungarians.



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● State legislation chairmen got together for a conference during the fall National Board meetings in Chicago. Also present were members of the Washington committee on legislation, the on-the-scene committee that helps to expedite the progress of action items on the National Congress legislation program (from left): Mrs. Richard G. Radue, chairman; Mrs. Albert E. Farwell; and Mrs. Edward R. Gray. Standing at the right is Mrs. Clifford N. Jenkins, who, as chairman of the standing Committee on Legislation, directs activities of the Washington committee. (See story on page 4.)

WHERE CHILDREN COME FIRST

By HARRY and BONARO OVERSTREET

New paper-covered edition

\$1.25

YOU asked for a less expensive edition of this fifty-year history of your organization, and it's ready for you now. Have its limitless store of ideas for publicity and programing on your P.T.A. bookshelf and in your school library before Founders Day. Order from the National Office or the state office.

NATIONAL CONGRESS BULLETIN

Volume 24 JANUARY 1957 Number 5

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OUR GOAL: 11,000,000 MEMBERS BY APRIL 15, 1957

NATIONAL CONFERENCE SPURS JUVENILE PROTECTION WORK



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• Richard Dresher of the Detroit public schools and Elizabeth S. Johnson of the U. S. Department of Labor present the Friday morning discussion topic at the juvenile protection conference.

JUVENILE PROTECTION work is set to zoom ahead as the result of a conference in Chicago, December 5-7. Brought together by the National Congress were state chairmen of juvenile protection (or their alternates) from the forty-eight states, the District of Columbia, and faraway Hawaii.

With their national chairman, Mrs. E. L. Church, the state chairmen dug deep into some of their bedrock problems—through exchange of information, ideas, materials, and experiences. They also had unique opportunities to meet, hear, and consult some of the nation's top authorities in the field of juvenile protection.

Conference Participants

As speakers, discussion leaders, and consultants, the National Congress enlisted the services of Elizabeth Healy Ross, Deputy Chief, Children's Bureau, U.S. Department of Health, Education, and Welfare; Elizabeth S. Johnson, Chief, Division of Child Labor and Youth Employment, Bureau of Labor Standards, U.S. Department of Labor; Richard H. Dresher, Administrative Assistant, Department of Guidance and Placement, Detroit Public Schools; and Joseph H. Reid, Executive Director, Child Welfare League of America. The value and importance of parent-teacher work for juvenile protection was under-

lined by the presence of these specialists, who took time off from pressing duties to attend the conference.

Introduction of the conference participants at the dinner meeting that opened the conference on Wednesday evening revealed some interesting information about the state chairmen. A number are engaged in occupations or professions closely related to their volunteer work as juvenile protection chairmen. Among them are juvenile court judges, a referee for a juvenile court, a probation officer, the executive secretary of a state youth commission, a Y.M.C.A. secretary, a school counselor, and school administrators. About half are men. Some are new to their jobs; others are old and experienced hands. But throughout the conference all showed equal zeal to learn and to share their learning.

Twenty-six state presidents or their representatives attended the conference. Mrs. Church, national chairman of Juvenile Protection, and the following officers of the National Congress also were present: Mrs. Rollin Brown, president; Mrs. James C. Parker, first vice-president; Mrs. L. E. Burr, Mrs. Ruth. Gagliardo, Mrs. Ralph Hobbs, Mrs. Ramon Lawrence, Mrs. Jennelle Moorhead, and Mrs. H. G. Stinnett—all vice-presidents; and Mrs. L. W. Alston, secretary.

Hard Work—High Achievement

This hard-working conference covered a lot of ground in two days. What were some of its accomplishments? Working together, conference participants:

- Agreed on some assumptions underlying all child welfare work.
- Discussed the major frustrations and satisfactions of their job and concluded that from frustrations come efforts that result in achievement and satisfaction.
- Analyzed their job and related it to the work of other state chairmen and to the total program of the parent-teacher organization.
- Secured an overview of services for children; "preventive" work; child labor and youth employment; and the needs of, and services for, special groups of children such as migrants, delinquents, and dropouts.
- Explored ways to overcome public apathy to juvenile protection work

and to stimulate interest and action in local units.

- Received information on techniques of bringing about changes and of working successfully with professional leaders, government agencies, and other community organizations.
- Exhibited and exchanged state materials.
- Exchanged information on how to carry out specific projects, such as the compilation of laws concerning children.
- Got expert evaluation of, and advice on, certain projects, such as youth activities, juvenile police training, and services to juvenile courts.
- Developed plans for increased communication and interchange of materials, information, and ideas.

Tomorrow—Fresh Efforts

At the luncheon meeting on December 9, which brought the conference to a close, Mr. Reid of the Child Welfare League declared that public ignorance is the cause of public apathy. If people of the United States know and understand the need, he said, they will take action and provide money for whatever children must have in order to grow "strong enough to love freedom and wise enough to use it." The P.T.A.'s job is to create the public understanding that will defeat bad programs and advance good ones.

Conference participants left Chicago with renewed determination, as Mrs. Brown put it, "to move mountains." In their communities, their states, and throughout the nation they are determined to establish juvenile protection measures that will assure for every child full and uninterrupted opportunity to develop all his capacities.

JOIN THE
MARCH OF DIMES
IN
JANUARY

Legislation Good for Children

MRS. CLIFFORD N. JENKINS
Chairman, Committee on Legislation



PROUD we are of our long record of *nonpartisan* political action. And proud we shall be to continue it for the welfare of children.

The first legislation program of our organization was adopted by the National Congress of Mothers at that historic gathering in 1897. It included just two items: (1) state legislation to secure kindergarten departments in the public schools and training schools for kindergartners and (2) federal legislation to raise the age of protection for girls to at least eighteen years in the District of Columbia and the territories. What a far cry from that simple, though commendable, program is our legislation program of today, which must call for action on many fronts at one time—special education for handicapped children, library services, appropriations for the United Nations Children's Fund, and emergency aid for school building construction, to mention a few. Basically, however, our legislative goal, as stated in the third Object, is the same as in 1897: "To secure adequate laws for the care and protection of children and youth."

Sometimes we've been called a "pressure group." Are we? The answer is *yes*—in the best sense of the word. The parent-teacher organization is a pressure group for the most important and

unselfish legislation in the world. It is a pressure group not for party legislation or special interests but for good legislation—legislation good for children.

In recognition of the increasing complexity in securing such legislation and of the importance of cooperation from every parent-teacher member—local, state, and national—the National Congress held a conference for state legislation chairmen in Chicago, September 28–29. The purpose of the meeting was to help state chairmen coordinate programs of legislation within their states, so they in turn could help districts, councils, and local units in this vitally important phase of the parent-teacher program. Chairmen aired their problems and everyone pitched in to work out solutions. Now that we all know each other better, we are ready to mark up a better score than ever before on the 1956–57 program of legislation.

You and your P.T.A. members have had a chance to study the current legislation program of the National Congress in the November 1956 issue of the *Bulletin* and the legislation recommendations for state congresses in the December issue. In this issue we tell you how the legislation program is authorized.

● To begin with, authority for a legislation program is contained in the Ob-

jects of the National Congress, found in Article II of the National Bylaws and printed on the back of each membership card, in the *National Parent-Teacher* magazine, and in many other Congress publications:

"To secure adequate laws for the care and protection of children and youth."

Any group wishing to carry on any kind of effective program must have rules of procedure. Accordingly the National Board of Managers, acting under authority vested in it by Article IX of the National Bylaws, has set up procedures governing the legislation program. The Board consists of the:

Fifty state presidents (elected by the fifty state branches)

National officers (thirteen in number, elected by accredited delegates at national conventions)

National chairmen of standing committees (twenty-three at present, nominated by a committee of the Board and elected by the officers and state presidents)

It will be seen therefore that the Board is a representative body, chosen democratically.

Determining the Program

● A special program committee on leg-



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● Here, as they met in Chicago during the three-day conference of state legislation chairmen, are members of the program committee on legislation (from left): Mrs. Robert L. Schumpert, Wisconsin; Mrs. Stovall Lowrey, Mississippi; John S. Carroll, California; Mrs. Clifford N. Jenkins, New York; Mrs. James C. Parker, chairman, Michigan; Kenneth Oberholtzer, Colorado; Mrs. John W. Crawford, North Carolina; Mrs. J. W. Staggs, Oregon; and Mrs. Fred L. Keeler, Michigan. Mrs. Richard Radue of the Washington committee on legislation sits at the far right.

islation is appointed by the president and shall consist of:

- The first vice-president
- The second vice-president
- Five state presidents

Two national chairmen, one of whom shall be the chairman of the standing Committee on Legislation

Please note that the state representatives are in the majority on this committee.

The aforementioned program committee on legislation studies "national legislation that affects the welfare of children and youth" and makes recommendations to the National Board as to action "upon whatever measures come within the scope of Congress interest." (These quotations are from *Policies and Practices*.)

In addition, any legislative matter coming before the National Board of Managers is referred to this committee for study and recommendation before action is taken. Any parent-teacher member or parent-teacher association may bring matters felt to require legislative action to the attention of the National Board by writing to the national president, the national chairman of Legislation, or to the National Office. Considerable weight will be added to these suggestions if they come through regular state congress channels, for then they will be recognized as the considered opinion of more than a small segment of the membership.

Between meetings of the Board, the program committee on legislation has the authority to make final decisions, provided such action is in line with previously established policies of the National Congress. In emergencies the unanimous consent of the president, the first and second vice-presidents, the chairman of the standing Committee on Legislation, and the chairman of the subject committee involved shall be obtained before action is taken. The emergency procedure is very rarely used.

Steps to Effective Action

- Following is the general statement of policy that governs the selection of proposals for legislative action:

The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education; social and economic well-being, and child labor; (2) such environmental factors as radio, television,

motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations.

Pursuant to this policy, the program committee on legislation formulates guiding principles for determining the types and kinds of legislation that relate directly to the welfare of children and youth. These principles must be approved by the National Board of Managers and by at least thirty state congresses before becoming the policy of the National Congress.

A prescribed routine is followed in adopting the program, including both policies and specific measures. The most important steps are these:

1. Proposals involving legislation shall be presented in writing to the program committee on legislation at least thirty days before the meetings of the committee.
2. Any measure approved by a majority vote of the committee shall be included in the recommendations to be submitted to the Board of Managers for approval.
3. Recommendations shall be presented to the Board at least twenty-four hours before a vote is taken.
4. Upon a favorable vote of the Board of Managers, *not less than 50 per cent of the state presidents being present*, the approved legislation shall be referred to the state branches for careful study and action.
5. When a proposed legislative item has been approved by the state boards of managers or by the state conventions of thirty states, it shall be included in the active legislation program of the National Congress. For clarity, the program is divided into four sections:

- Policies
- Action items
- Continuing concerns (measures previously endorsed but for which there is no current legislation)
- Recommendations for state congresses (suggestions for state legislation that may be needed)

1957 CONVENTION

- The 1957 convention of the National Congress will be held in Cincinnati, Ohio, on May 19, 20, 21, 22.

Following approval of measures by thirty state congresses, the standing Committee on Legislation shall assume responsibility for National Congress action.

Washington Legislation Committee

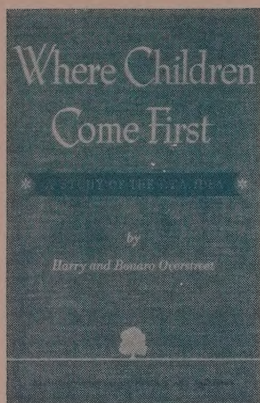
- To assist the chairman of the standing committee, the Board of Managers has authorized the establishment in Washington, D. C., of a Washington legislation committee. The persons who comprise this committee are selected by the national chairman of Legislation with the approval of the Executive Committee of the National Congress. All members of the Washington legislation committee are parent-teacher members and, of course, all serve in a volunteer capacity.

The work of the Washington committee is directed by the national chairman of Legislation. None of its members formulate policies or make statements of commitments for the organization, but they may file statements prepared by the national president or the national chairman of Legislation. They act as observers, collect information, represent the national chairman when necessary, relay information to legislators concerning the stand or policy of our organization on measures being considered, and assist in furthering the progress of action items on the legislation program of the National Congress.

Program Widely Distributed

- The complete national legislation program is published annually in the *National Congress Bulletin*. The *Bulletin* is mailed to 42,245 local presidents and to more than eight thousand other parent-teacher leaders at national, district, and council levels. Reprints of the program are also made available free in large quantities for distribution by state congresses at state conventions, schools of instruction, and district and council meetings.

It is apparent therefore that everything possible is done to assure democratic procedures in the adoption of the legislation program of the National Congress of Parents and Teachers. This program does not and cannot exist as something apart from the will of the membership concerning children's needs as they have been discovered within the several states. It can be effective only to the degree that the membership supports it by continued study, vigorous efforts to publicize its objectives, and persistent drive for action.



A President's Dream Comes True

MRS. JAMES P. RYAN, *National Chairman*
Committee on Congress Publications

AFTER an exhausting meeting of the local unit executive board a weary P.T.A. president had a dream. She dreamed that Aladdin appeared at a board meeting with his magic lamp. Let's look in on the dream.

PRESIDENT: Aladdin, we're glad to see you—we could use your help. Our leaders are willing to work and our membership is large, but we don't seem to accomplish enough. Maybe our leaders aren't as well informed about the parent-teacher program as they should be. I've tried to train the officers and chairmen but perhaps more could be done.

ALADDIN: My dear president, I don't want to minimize your problems but your case is not as hopeless as you think. Apparently you've overlooked one type of assistance that is yours for the asking. Tell me your three most pressing problems and we'll use three wishes to find sources of help.

PRESIDENT: The first one would seem to be P.T.A. leaders' need for more training.

PROGRAM CHAIRMAN: Another great problem is concerned with program planning. Our programs must be richer and more vital to interest both parents and teachers.

MEMBERSHIP CHAIRMAN: I think we should use our third wish to find

better ways to help our members, not only to inform them about the P.T.A. organization but also to give them specific aid in their jobs as parents and teachers.

ALADDIN: Well I *have* let myself in for something haven't I! However, my genie is a specialist in P.T.A. improvement so with confidence I rub the magic lamp. Genie, bring us the first wish—the one about leadership training.

GENIE: Howdy folks! Glad you've called me to serve you because—and this is no secret—another name for me is *Congress Publications*. I'm always ready to help—just give me a call. No time now for a sermon about the value of Congress publications, but remember they're designed to serve you in many ways. What do we have for leaders? First in importance seems to be the two sections of the *Parent-Teacher Manual*. No need to discuss this handbook, because a good P.T.A. leader is never without it. Only for the president you ask? Certainly not! It's an omnibus—has something for everyone. Incidentally, there's no "secret information" in this organization—parent-teacher publications are for every member and every leader.

PUBLICITY CHAIRMAN: What publication would help my committee?

GENIE: *The P.T.A. Story: Ways of Telling It* is especially for you but of interest to other P.T.A. leaders too. *Where Children Come First*, that wonderful history of the parent-teacher movement by the Overstreets, is full of fascinating information. Now that it's available in a paper cover for \$1.25, no committee can afford to be without the help it offers. *Study-Discussion Group Techniques, Raising and Using P.T.A. Funds*, and the *National Congress Bulletin* are all valuable tools for leadership training.

PRINCIPAL: I had an idea the *Congress Bulletin* was for the president's use only. Isn't that correct?

GENIE: No indeed, but I suspect many people have that idea. The *Bulletin* contains helpful and current information

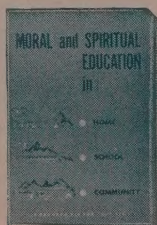
for all leaders. Madam president, I suggest you encourage each one of your board members to send in a *Bulletin* subscription to the National Office. It's only thirty cents a year—a price anyone can afford. Or better still, to be sure your leaders are well informed, why not suggest that the P.T.A. budget include this small sum? Good investment of P.T.A. funds, I'd say.

SAFETY CHAIRMAN: Is there any publication for my committee? Our P.T.A. is greatly concerned with all aspects of safety.

GENIE: Yes, this green booklet called *Signals for Safety* is out of this world! Within its covers is a veritable reservoir of ideas for a safety program. And your committee—along with all the others—should keep an eye on the *Bulletin* for current and pertinent information.

ALADDIN: Genie, time is short so we must hurry on to the other two wishes. No more speeches! I rub the lamp to bring forth aid for program planning.

GENIE: Okay, Aladdin, I do get carried away when I start to talk about Congress publications. Many publications may be used for program building but some are more pertinent than others—for example, *New Hope for Audiences* is the booklet that deals with some of the mechanics of programing. Other helpful booklets are *Founders Day* pamphlets, *Parents and Teachers as Partners*, and that wonderful new pamphlet, *Action Program*. You'll like the booklet *Working with Youth Through the High School P.T.A.*, because it gives such a clear definition of the high school P.T.A. program; the differences between the elementary school P.T.A.



(Continued from page 6)

and the high school association are really spelled out.

ALADDIN: Now Genie, the lamp is rubbed for the third and last P.T.A. wish. What ideas do you have for giving more service to the individual P.T.A. member?

GENIE: Several good things—all in the way of Congress publications. Listen to the intriguing titles of a few of the many booklets that have wide appeal: *It's High Time*, dealing with the age of adolescence; *Happy Journey*, about the preschooler; *Moral and Spiritual Education in Home, School, and Community*, which is self-explanatory; and *A Reading Guide for Parents*, a guide for parents of children of all ages and leaders of parent education groups. Unfortunately, these publications are too little known by the membership. Why not make them available to more people if you seek the answer to what makes a good P.T.A.?

ALADDIN: Madam president, we must leave now. Should you have more questions, you are pretty sure to find the answers in *Publications of Special Interest to P.T.A. Leaders and Members*, a descriptive listing with an order blank, which is sent free.

Use of this skit in meetings, conferences, workshops, et cetera, might stimulate general interest in publications.

PARENT-TEACHER PUBLICATIONS

Available from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, or from your state congress.

Action Program

Price: 10 cents. 24 pages, illustrated.

Happy Journey

Price: 40 cents. 32 pages, illustrated.

It's High Time

Price: 50 cents. 40 pages, illustrated.

Moral and Spiritual Education in Home, School, and Community

Price: 25 cents. 28 pages, illustrated.

New Hope for Audiences

Price: 40 cents. 48 pages, illustrated.

The P.T.A. Story: Ways of Telling It

Price: 40 cents. 56 pages, illustrated.

Parents and Teachers as Partners

Price: 40 cents. 48 pages, illustrated.

Raising and Using P.T.A. Funds

Price: 5 cents. 16 pages.

A Reading Guide for Parents

Price: 15 cents. 40 pages.

Signals for Safety

Price: 50 cents. 64 pages, illustrated.

Study-Discussion Group Techniques for Parent Education Leaders

Price: 25 cents. 64 pages.

Working with Youth Through the High School P.T.A.

Price: 40 cents. 64 pages, illustrated.

Founders Day Pamphlets

Each year a current copy of this pamphlet is sent free to the local unit president.

SPECIAL REQUEST

To: Local Presidents

Many subscribers to the National Parent-Teacher magazine whose subscriptions have run out are waiting to have someone from the P.T.A. ask them to renew. Others are sending their renewal subscriptions direct to the magazine office in Chicago in order not to miss any issues.

Won't you please ask the magazine chairman, or any other person authorized to take subscriptions, to arrange to collect renewal subscriptions at your next meeting. Your members will appreciate this service and so will the board of directors of The National Parent-Teacher. Thank you.

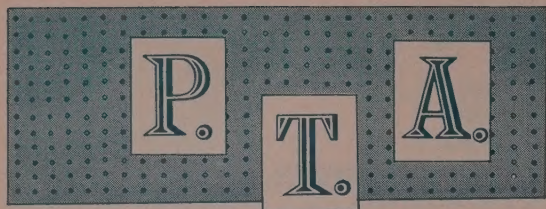
Lucile P. Leonard

Mrs. Newton P. Leonard,
Chairman of the Board

FEBRUARY 1957

SUNDAY	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
17 FOUNDERS DAY • To honor our Founders • To inform our members • To inform the public • To extend our influence						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28		

The calendar idea was contributed by the Texas chairman of school education.



BULLETIN BOARD

Brief Items of Current Interest

- **FROM COVER TO COVER** the *Illinois Parent-Teacher* for September 1956 was chock-full of ideas on how to use Congress publications to best advantage. Mrs. F. J. Chmelik, Illinois publications chairman, and other state officers described ways in which Congress publications, "the tools with which we build," can be used to enrich P.T.A. programs and projects.
 - **"P.T.A. MEMBERSHIP IS INSURANCE** against delinquency," wrote Raymond P. Janicek, president of the Emerson School P.T.A. (Berwyn, Illinois), in a letter urging parents to join the association. He cited a recently publicized juvenile misdemeanor and pointed out how it might have been avoided had parents and teachers worked together through the P.T.A.
 - **A DISCUSSION OF STUDENT EXCHANGE PROGRAMS** of the American Field Service, requested by students, took place at one of the Beaverton (Oregon) High School P.T.A. meetings last year. So much enthusiasm was generated that the student body decided to raise the money to bring a foreign student to the school. Claudie Guillaume of France, their choice, participated in school and community activities and proved to be a delightful ambassador. Now a community committee has been set up to take over the task of financing the visit of another student this year, and the P.T.A. has agreed to sponsor the program.
 - **WHAT GOES ON** during a school day? Parents of children in the Central School, St. Anthony, Idaho, learned the answer when slides of typical school activities were shown at a P.T.A. meeting. All through the year the school's teachers had kept their cameras handy to snap children in action in the classroom, in the lunchroom, and on the playground.
 - **THE YEAR'S FUND-RAISING EVENT**—a horse show—was a big job for the Loudoun County (Virginia) High School P.T.A. But high school students took over a sizable share of the load, doing everything from doorbell-ringing to chopping wood for the jumps. The horse show, held on a farm across from the school, featured the finest junior riders in the area.
 - **THE FIRST WOMAN PRESIDENT** ever elected by the Ogilvie (Minnesota) P.T.A. has just completed her term of office. Prior to her term, the unit, organized thirty years ago, always had been led by men presidents.
 - **PARENTS RECEIVED GUIDANCE** on their children's reading in a study course offered by the Chicago Public Library in cooperation with the Illinois Congress of Parents and Teachers. Six branch librarians led parents' discussions during the six-week course.
 - **BY SERVING AS LIBRARIANS** during the summer months, P.T.A. members in Snyder, Oklahoma, made it possible for children in the community to borrow books for vacation reading from the school library. Mrs. Reuben Dempsey is president of the local unit.
 - **AN INTERCOMMUNICATION SYSTEM** links the two buildings (one old and one new, a half mile apart) of the Union Park School in Orlando, Florida. But an even stronger link of community spirit exists between the school's teachers, parents, and students. The P.T.A., the North Orlando Kiwanis Club, and 4-H clubs have donated funds and hours of hard work to the improvement of the three acres of land surrounding the school. "We have no juvenile delinquency problems out here," says Principal Farrell Munns. "Every youngster in the school is anxious to make the place beautiful."
 - **AN EPIC WITH MUSIC**, *I Speak for Democracy*, brought together the singing voices of 270 elementary and junior high school students and P.T.A. singers of the Traphagen School, Mt. Vernon, New York. The performance was rated an unqualified success, not only as thrilling entertainment but also as a means of fostering home-school cooperation and understanding.
 - **THEY'RE OFF TO A GOOD START**—the first-graders of Galloway School in Jackson, Mississippi. Last spring their mothers organized the first preschool P.T.A. unit in the city, and then dedicated themselves to the task of learning how to prepare their youngsters for life at school. As the text for their group discussions, the mothers used *Happy Journey*, the National Congress-N.E.A. pamphlet.
- TO SPREAD FAR AND WIDE the usefulness of new and good ideas devised and/or developed by P.T.A.'s—that's the reason for the "P.T.A. Bulletin Board." Perhaps you've found an idea or two here that's borne fruit in your community. But have you given those members of more than 42,245 other P.T.A.'s the same opportunity to benefit from your unusual programs and projects? The "Bulletin Board" depends on YOU. (P.S. Most folks enjoy photos of the activities too.)